

Read to Achieve Frequently Asked Questions

RTA-1 Schools – Round 1 RTA Schools awarded in December 2004

RTA-2 Schools – Round 2 RTA Schools awarded in August 2005

GRADE ASSESSMENT QUESTIONS

1. Are Special Education students supposed to take the GRADE on grade level or on their individual level? Example: Does a 3rd grade student that reads on a 2nd grade level takes the Level 3 or Level 2 GRADE?

- Special Education students should be given the test based upon the grade level in which they are placed for the current school year. The test is to be given without accommodations and students should do as much as they can possibly do with the understanding if the student can complete only a portion of the test or is non-responsive the teacher will note that information on the front of the test booklet. The teacher should acknowledge if the child attempted to take the test or not. Submit the test booklet to GRADE for scoring along with all other test. We **CANNOT** discriminate against any student and all primary students are eligible to take the test.
- In reference to the example above...a 3rd grade student reading on a 2nd grade would be tested at the grade level in which he or she is currently placed for the school year. Another example, if a school makes the decision to give a 1st grade child his or her extra year in primary at the 1st grade level instead of waiting until the exiting year (3rd) of primary and that youngster is again placed at the 1st grade level, that student would receive the first grade test.

2. Are students supposed to take the GRADE according to grade level or according to their actual instructional level?

- Students should be given the GRADE based upon the grade in which they are placed for the current school year (e.g., second graders take second grade GRADE).

Example: A student placed in a third grade classroom must take the third grade assessment, even though he may actually be reading at a lower level.

3. How will we be receiving our GRADE reports from the Fall testing window?

- Reports will be posted online on the AGS DATABASE. Directions on how to access these reports are available in the AGS DATABASE

Questions FAQ. You will also receive a disc with PDF files of your reports from AGS. The disc will arrive after the results have been posted.

4. How should RTA students be tested?

- Read to Achieve students must be tested **ON** level for both the Fall and Spring testing windows. All Read to Achieve schools will test **ALL** students in the primary program (K-3) **ON** grade level. Based on the Fall results, schools will identify which students qualify to be targeted for the intervention program. Those students can be tested **OFF** level to get more diagnostic information for the intervention program. You will score all **OFF** level testing by hand (*DO NOT SEND TESTING BOOKLETS TO AGS FOR OFF LEVEL TESTING*).

5. Can we alter the fall testing window to meet the needs of our school?

- No. We have a contract with AGS to provide us with the scoring and reporting of scores. To ensure that testing reports are completed in a timely manner, **student booklets must be received by AGS on or before September 12th for RTA-1 schools**. This means you will need to plan accordingly so there is not a need to overnight your materials to AGS to meet this September 12th deadline.

6. What do we need to do after testing?

- AGS will provide each school with instructions on what to send back after testing. Be sure to follow all instructions provided by AGS with your testing materials. For example, you will need to make a copy of your class rosters with all student and teacher names and IDs and include that with your testing booklets when you mail them to AGS.

7. When will we receive our testing results?

- AGS will have GRADE reports to each RTA-1 school by October 12th. AGS will have GRADE reports to each RTA-2 school by November 23rd.

8. How will the GRADE data be presented to us?

- AGS will send data in PDF files so schools can print them off themselves. Independent scoring reports can be printed straight from the GRADE software.

9. What are the fall testing timelines for the 2005-2006 school year?

- RTA-1 – August 22nd – September 9th – Booklets due to AGS on September 12th
- RTA-2 – September 28th – October 21st – Booklets due to AGS on October 24th – Refer to email sent on August 24th by Kiley Whitaker

10. Can I provide the same testing accommodations for GRADE for my students with IEPs that designate they receive modifications or accommodations?

- No, except for Deaf or Blind students. GRADE is a norm-referenced test and ANY deviation from the exact testing administration guidelines invalidates the results. We realize this means some students may struggle and not be as successful, however, we must have valid scores for research and intervention comparison purposes. This process will also identify the specific skill deficits of students. Therefore, NO accommodations are allowed.

11. Do we have to test our preschool students?

- No. We do not test preschool students.

12. How do we code students with Specific Learning Disabilities?

- Most students K-3 are categorized as Developmentally Delayed and not SLD, therefore most of these students should be coded as DD. If the student cannot be considered DD, then you should code that student as Other Disability/Under Section 504.

13. Do we need to comply with the request from AGS to provide them with teacher, address, and student information?

- Yes. KDE and AGS are making every effort to ensure that schools receive testing materials as soon as possible, but in order for schools to receive these materials AGS must have accurate teacher, address, and student information.

14. What is the AGS data system?

- The AGS data system is an online database where schools will be able to enter and edit student information for the GRADE assessment. The system will allow schools to update information on students, add new students, and remove students who are no longer at the school. The information in the database will be used by AGS to score and report GRADE results.

15. What is the stanine cut-off we will use to determine if a child qualifies for the intervention program?

- Students that score in the 3rd stanine or below will qualify for the intervention program. However, if a student has a total test score higher than the 3rd stanine, but demonstrates specific skill deficits in one or more areas, you could also qualify that student for intervention services specific to those areas in which they are struggling.

11A. Are all students who qualify for the intensive reading intervention program required to receive these intervention services?

- The Request for Proposals indicated that these intervention services are short term, intensive, and not a year long program. The criteria established in each approved school proposal determines which students participate in these services.

PROGRAM REQUIREMENT AND BUDGET QUESTIONS

16. Now that we have our grant, we want to change our intervention program. Is this okay?

- No, you MAY NOT change your intervention program or materials. Your grant was funded based on your grant proposal. If you are not going to put in place the intervention program that your grant addressed and for which it received a qualifying score from the reviewers and approval from the Steering Committee, you would no longer be eligible for funding.

SPECIAL EDUCATION

17. Are RTA schools required to serve Special Education students?

- Yes. We cannot automatically exclude any primary student that may qualify as a struggling reader. No student can be automatically included or excluded from the intervention program services based on any “specific identifying” information (e.g. special education, gifted, ELL or free and reduced lunch).

18. Is it considered supplanting if a student already receives special education services in reading and also receives services through Read to Achieve?

- No. As long as the special education student's intensive reading intervention program is not replacing the core or supplemental reading program, it is not supplanting. Remember, qualified students are to receive intervention learning and instruction "above and beyond" the core-reading program.

PROFESSIONAL DEVELOPMENT

19. Must we attend both days of the Kentucky Reading Association (KRA) conference?

- Yes. It was specified in the Read to Achieve RFP that all schools must attend the KRA conference and the KRA conference is two days.

20. If we have already participated in GRADE remediation training, must we attend the upcoming training in November?

- Yes. The GRADE remediation training scheduled in November will contain updated information and activities. The training will look at next steps in data analysis, including how to use GRADE data to inform instructional decisions for struggling readers.